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UNIVERSITY OF SOUTH CAROLINA

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# Living-Learning Communities as a High-Impact Educational Practice



Jennifer R. Keup

ACUHO-I Living-Learning Programs Conference

October 3-6, 2013

Providence, RI

# Overview

Talk a bit about:

- Brief history of learning communities and living-learning communities
- Introduction and evaluation of LC & LLC as high-impact practices (HIPs)
- Current opportunities toward LC & LLC as HIPs

## Qualifications

- Not necessarily new information
- Contextualized with FYE
- Time!!!

**Goal: Challenge**

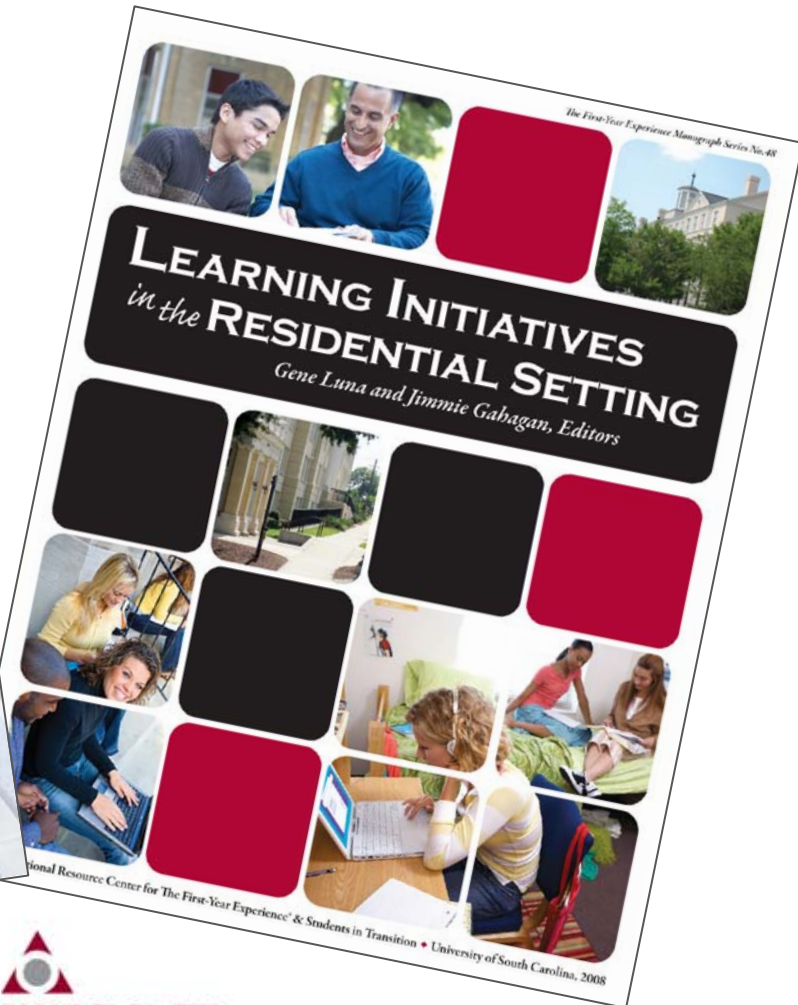
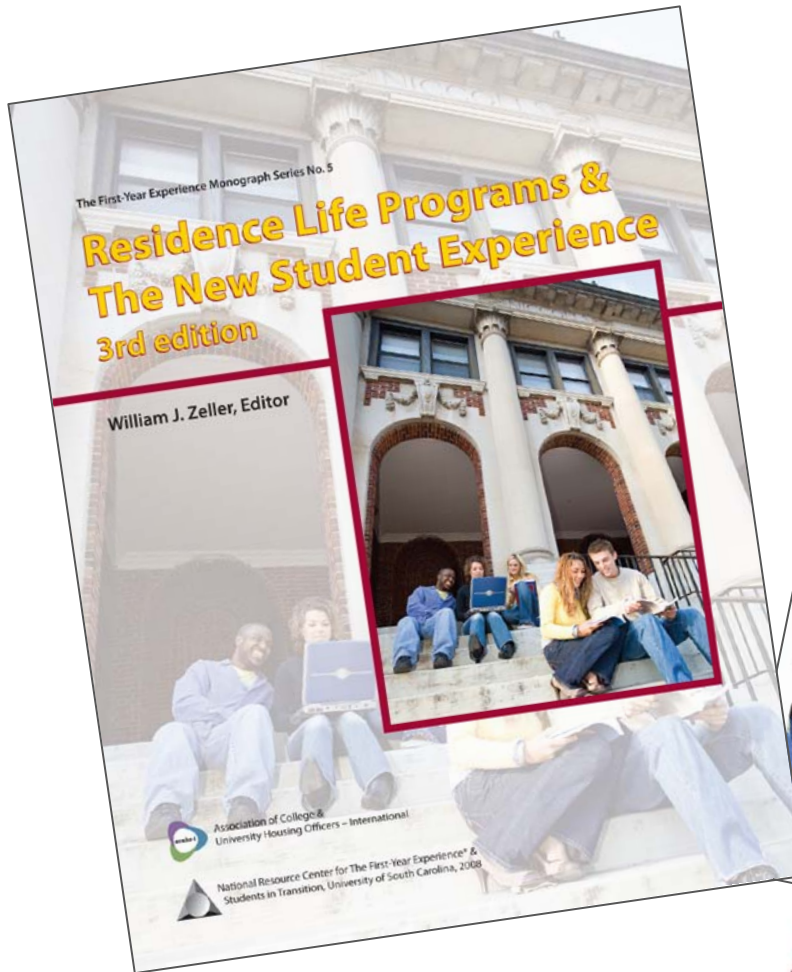
# Data Sources: Center Surveys

- 2009 and 2012-2013 administrations of the National Survey of First-Year Seminars
  - Institutional survey administered in Fall-Winter
  - 2009: N = 890 institutions; 2012-2013: N = 804 institutions
- 2009 National Survey of Peer Leadership
  - Student survey administered in Spring
  - 1,972 survey respondents from 142 institutions
- 2008 National Survey of Sophomore Initiatives
  - Institutional survey administered in Spring
  - N = 315 institutions

# Data Sources: Center Resources

- Publications
  - *Exploring the Evidence: Initiatives in the First College Year* (2008)
  - *The First-Year Experience in American Higher Education: An Annotated Bibliography* (4<sup>th</sup> edition) (2007)
  - *Integrating the First-Year Experience: The Role of First-Year Seminars in Learning Communities* (2004)
  - Articles in the *Journal of The First-Year Experience & Students in Transition*
- Resources
  - FYE Resources Page
  - Listserv entries

# Data Sources: Center Publications



# Other Data Sources

- JNGI: Enhancing Student Success and Retention throughout Undergraduate Education: A National Study (2012)
- AAC&U research on High-Impact Practices
- National Survey of Living-Learning Programs (2004 & 2007)
- Wabash National Survey of Liberal Arts Education (WNSLAE) (2006 & 2009)



# However, let's be sure to begin at the beginning...





**How far back  
in higher education  
history do we need  
to go to find  
evidence of the  
earliest living-  
learning  
communities?**



1 6<sup>th</sup> Century BCE: Classical Greece

2. 425: Imperial University of Constantinople
3. 1270: Oxford College
4. 1636: Harvard College
5. 1927: University of Wisconsin's "Experimental College"

# History

“Learning alone might be got by lectures and reading; but it was only by studying and disputing, eating and drinking, playing and praying as members of the same collegiate community, in close and constant association with each other and with their tutors, that the priceless gift of character could be imparted to young men.”

Henry Dunster, President of Harvard  
(1640-1654)



[www.sc.edu/fye](http://www.sc.edu/fye)



# History

“Chambers in colleges are too often made the nurseries of every vice and cages of unclean birds.”

Manasseh Culter, Founder of Ohio University (1804)



OHIO  
UNIVERSITY



# History

Housing facilities are “to provide physical comfort and beauty of surroundings in an intellectually stimulating atmosphere, so that the residence halls become an integral part of the University’s plan for education”  
George A. Works, Dean of Students,  
University of Chicago (founded in 1892)

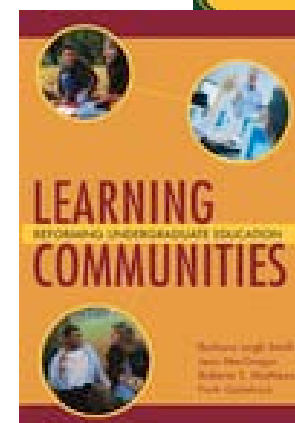
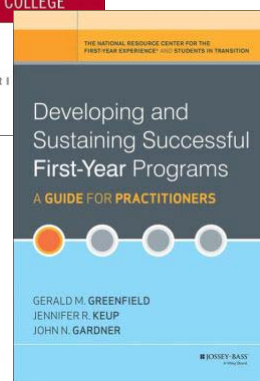
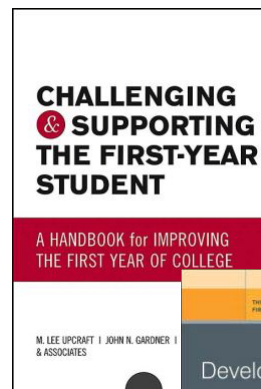
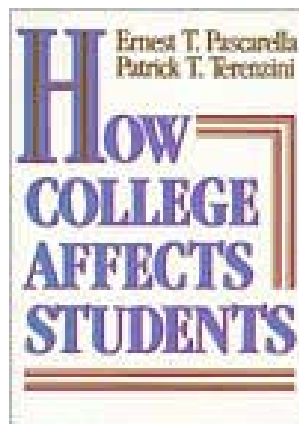
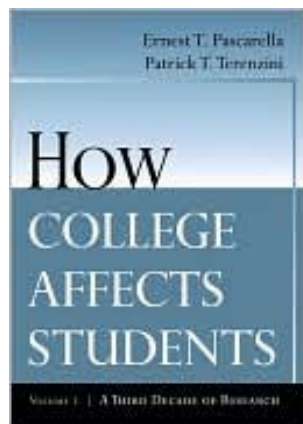
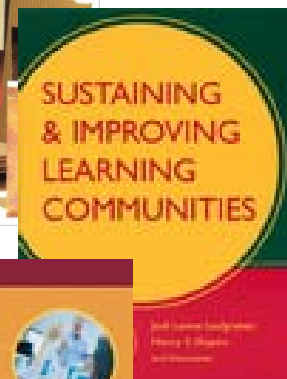
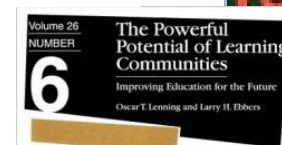
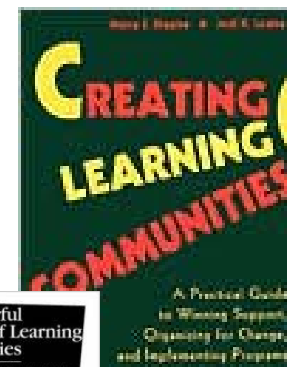
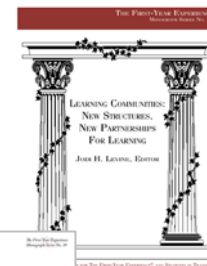


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# High-Impact Educational Practices



## First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

## Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

## Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

## Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

## Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

## Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

## Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

## Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

## Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

## Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.



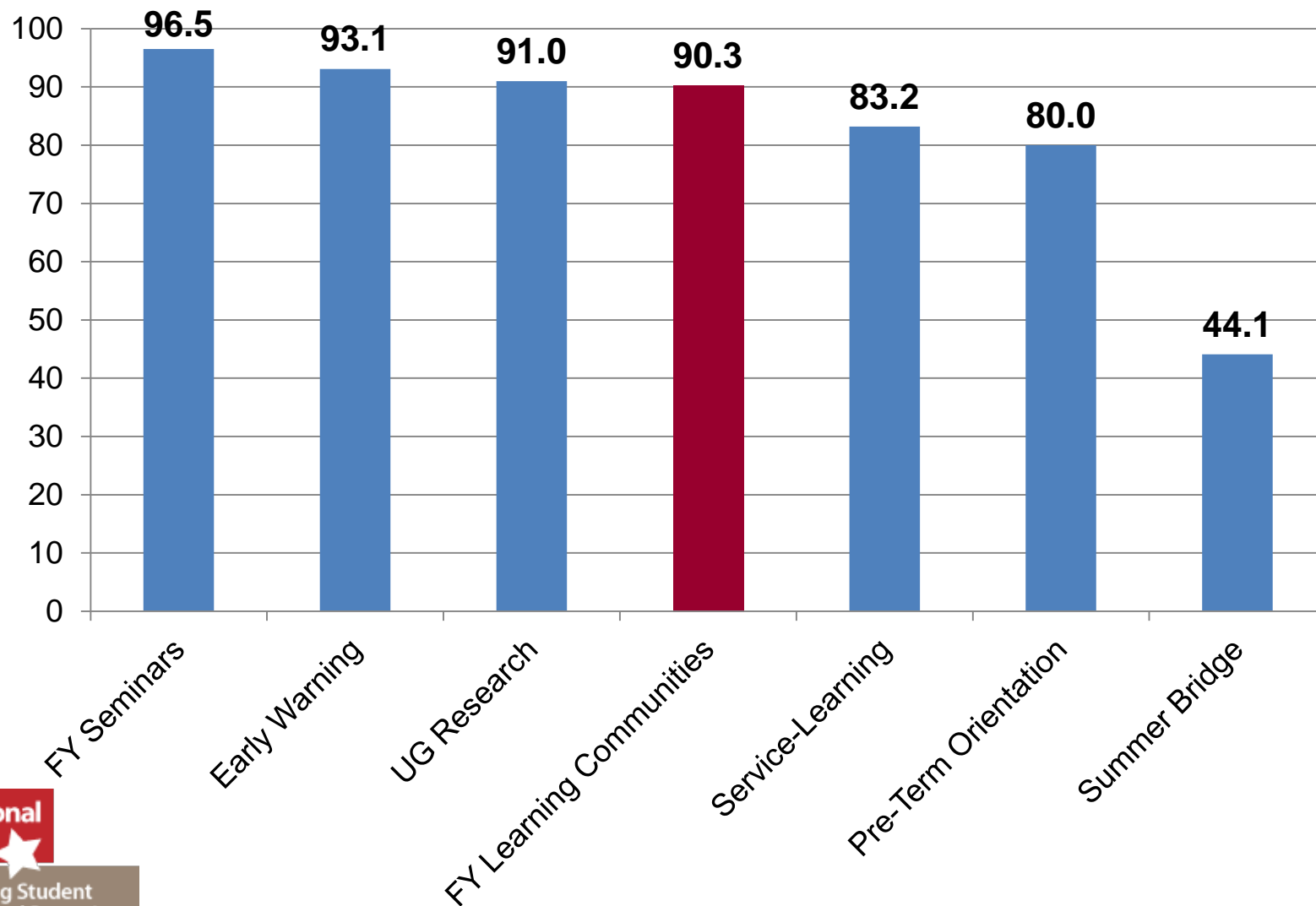
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**A National Study**

Enhancing Student  
Success and Retention

Throughout  
Undergraduate  
Education

# Definitions



“Learning communities are defined...as ‘**curricular structures in which small cohorts of students – typically 15-25 – are co-enrolled in two or more courses generally from different disciplines with or without a common residential environment.**’

Learning communities are one of the most well-known curricular interventions that support not only learning, but retention.”

A National Study



Enhancing Student Success and Retention



Throughout Undergraduate Education

“The key goals for learning communities are to **encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom.** Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.”



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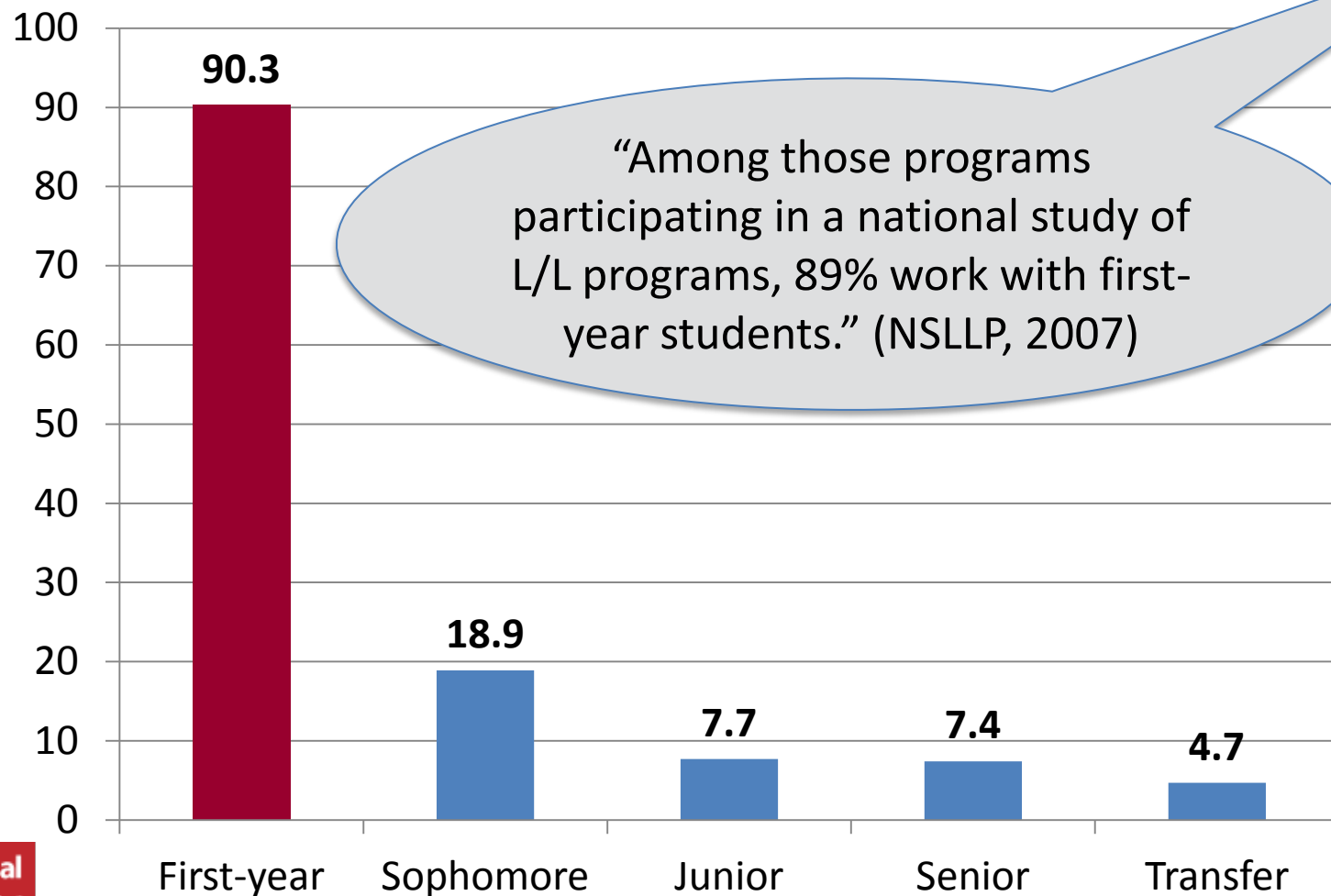
# Typologies

- Paired or clustered courses
- Student cohorts in larger classes (FIGs)
- Team-taught programs
- Living-learning communities

# Typologies

- Paired or clustered courses
- Student cohorts in larger classes (FIGs)
- Team-taught programs
- **Living-learning communities**
  - Participants live together on campus
  - Share in an academic or cocurricular endeavor
  - Engage in structured activities in their residence environment that emphasize faculty and peer interaction
  - Use special resources in their residential environment

Learning Community Characteristics	%
Students co-enrolled in $\geq 2$ courses & faculty work closely to link course content	60
<b>One of the courses is a first-year seminar (FYS)</b>	<b>58</b>
<b>Learning communities are connected to residential living</b>	<b>56</b>
Courses in a learning community are linked by a common intellectual theme	52
Student affairs professionals are involved in the delivery of out-of-class content	48
Co-enrollment in $\geq 2$ courses but faculty have limited interaction	34



**A National Study**

Enhancing Student Success and Retention

Throughout Undergraduate Education



LC Characteristics in FYS	%
Co-enrollment, not all courses	74
Coordinated course content	36
Common set of theme-based experiences outside of the course	34
<b>Living-learning community</b>	<b>31</b>
Course content connected by common intellectual theme	26
Co-enrollment, all other courses	9
Other	8



# Not so fast.

## What does it mean to be HIP?



*Be on the lookout for Hipsters like these...*

# “High-Impact Practices...”

...are **curricular and cocurricular structures** that tend to draw upon high-quality pedagogies and practices **in pursuit of 21st century learning outcomes**; they are “teaching and learning practices that have been **widely tested and have been shown to be beneficial for college students**...,[toward] increase rates of retention and student engagement.”

*Kuh, 2008*

# High-Impact Practices

- ☒ First-Year Seminars and Experiences
- ☒ Common Intellectual Experiences
- ☒ Learning Communities
- ☒ Writing-Intensive Courses
- ☒ Collaborative Assignments & Projects
- ☒ Undergraduate Research
- ☒ Diversity/Global Learning
- ☒ Service Learning, Community-Based Learning
- ☒ Internships
- ☒ Capstone Courses & Projects

# Characteristics of High-Impact Practices

- Creates an investment of time and energy
- Includes interaction with faculty and peers about substantive matters
- High expectations
- Includes frequent feedback
- Exposure to diverse perspectives
- Demands reflection and integrated learning
- Accountability



# Bottom Line

- We often overemphasis the impact of **offering and participating** in HIPs on learning outcomes and retention
- It is what we are doing **within** the HIPs that is contributing to these outcomes
- Better understanding of the **processes**
- Embrace **innovation** within these practices





# “High-Impact Practices...”

## Integration

...are **curricular and cocurricular structures** that tend to draw upon high-quality pedagogies

## Outcomes

practices **in pursuit of 21st century learning outcomes**; they are “teaching and learning practices that have been **widely tested and have been shown to be beneficial for college students**, [toward] increase rates of retention and student engagement.”

*Kuh, 2008*

## Assessment

# OUTCOMES



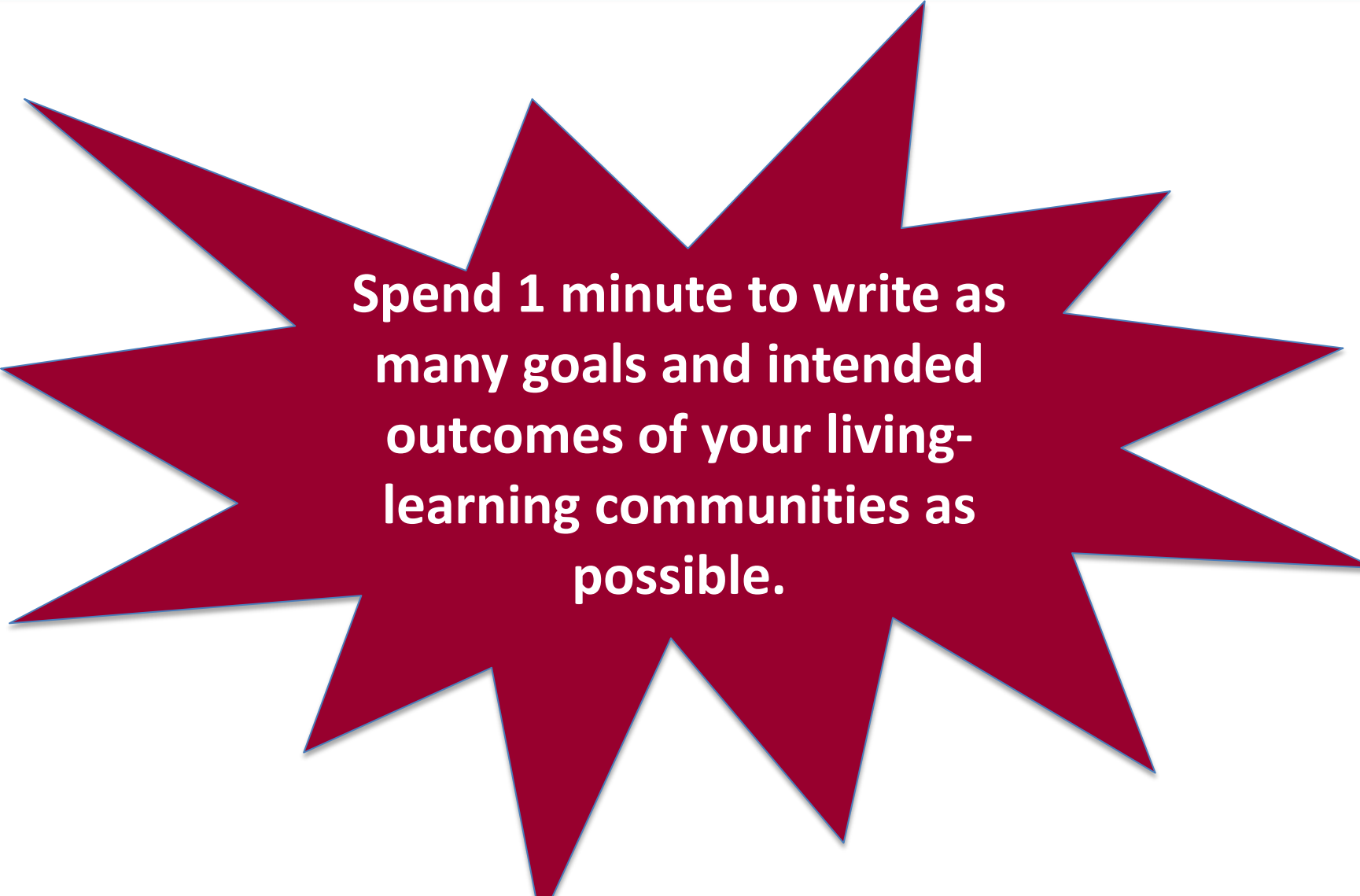
“Excuse me,” said Alice, “how do I get out of here?”

“That depends a great deal on where you want to end up” said the cat.

“I don’t care where I end up,” said Alice, “I just want out!”

“Well,” said the cat, “if it doesn’t matter where you end up, it doesn’t matter which road you take.”

*Carroll, 1865*



**Spend 1 minute to write as  
many goals and intended  
outcomes of your living-  
learning communities as  
possible.**



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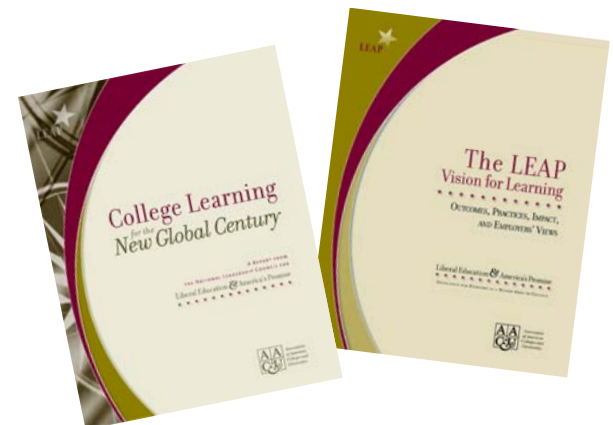
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# Important Criteria for Outcomes

- Appropriate
- Meaningful
- Measurable
- Manageable
- Balance achievable with aspirational

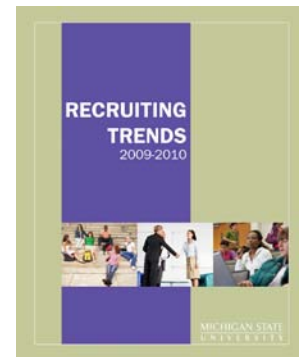
# 21<sup>st</sup> Century Learning Outcomes

- Knowledge of human cultures and the physical and natural world
- Intellectual and practical skills
- Personal and social responsibility
- Integrative learning



# Metacompetencies for Employability

- Build & sustain working professional relationships
- Analyze, evaluate, and interpret data from various sources
- Engage in continuous learning
- Oral communication and persuasion
- Project planning and management



*Gardner, 2009*



# Metacompetencies for Employability

- Ability to create new knowledge
- Understand the impact of company practices in a global setting
- Build a successful team
- Coach, mentor, & develop others
- Initiative



*Gardner, 2010*

# Domains for FYE Outcomes

- Retention
- Academic skills/experiences
- Campus connection
- Interpersonal skills
- Personal development
- Civic engagement/democratic citizenship
- Employability

# Examples of FYE Outcomes

- Retention
  - Persistence to the second year
  - Graduation rates
- Academic skills/experiences
  - Analytical & critical thinking skills
  - Development of educational career goals
  - Declaring a major
  - Knowledge integration & application
  - Academic engagement
  - Academic achievement
  - Cognitive complexity
  - Study skills
  - Introduction to a discipline
- Campus connection
  - Knowledge of university requirements
  - Ability to identify, seek, & use organizational resources
  - Connection to campus community
  - Understanding history & traditions
  - Involvement in cocurricular activities
  - Satisfaction with student experience
- Interpersonal skills
  - Conflict resolution
  - Written & oral communication skills
  - Development of a social support network
  - Multicultural competence

# Examples of FYE Outcomes

- Personal development
  - Time management
  - Identity exploration & development
  - Values clarification
  - Practical competence
  - Life management skills
  - Physical health
  - Emotional wellness
  - Moral and ethical development
  - Leadership skills
- Civic engagement/democratic citizenship
  - Participation in service
  - Engagement in philanthropy
  - Political awareness/engagement
  - Political activism/social advocacy
  - Community involvement
- Employability
  - Analyzing a problem from various sources
  - Innovation and creation of new knowledge
  - Providing direction through interpersonal persuasion
  - Ability to integrate ideas and information
  - Applying knowledge to a real-world setting
  - Ability to coach and mentor others
  - Project planning and management
  - Engage in continuous learning
  - Desirability as a candidate
  - Initiative
  - Ethical decision-making
  - Professionalism
  - Ability to build a team
- Others?



# Top Learning Community Goals

Goals and Outcomes	%
Student-to-student interaction	86
Higher levels of academic achievement	85
Improved retention and/or graduation rates	83
Faculty-to-student interaction	81
Linkages between different disciplinary perspectives	62
Improved critical thinking	60
Faculty-to-faculty collaboration	41

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# Top 5 Living-Learning Community Goals

Goals and Outcomes	%
Experiencing a smooth academic transition to college	55
Feeling a sense of belonging to the institution	54
Demonstrating openness to views different than one's own	52
Learning about others different than one's self	50
Experiencing a smooth social transition to college	50

# Top Goals of Living-Learning Communities in First-Year Seminars

Goals and Outcomes	%
Develop a connection with the institution	49
Develop academic skills	44
Provide orientation to campus resources and services	36
Develop critical thinking skills	30
Self-exploration or personal development	21
Create a common first-year experience	19



# Connection of LLC to Outcomes

- Critical thinking/analytical abilities
- Application of knowledge abilities
- Growth in liberal learning
- Growth in personal philosophy
- Diversity appreciation
- Sense of civic engagement
- Smooth academic transition
- Smooth social transition
- Sense of belonging



# Connection of LLC to Outcomes

## Low-to-Moderate Effect Size:

- Smooth academic transition
- Smooth social transition
- Sense of belonging



# Connection of LLC to Outcomes

## Very Low Effect Size:

- Critical thinking/analytical ability
- Application of knowledge abilities
- Sense of civic engagement
- Growth in liberal learning
- Growth in personal philosophy



# Connection of LLC to Outcomes

## Not Significant:

- Growth in cognitive complexity
- Diversity appreciation



# Conclusions

- “Living-learning programs have limited effectiveness in facilitating ‘essential learning outcomes.’”
- “However, they have better success with outcomes associated with making the transition to college.”
  - Especially appropriate and effective when used for students transitioning to the university
- More likely to achieve outcomes when a LLC includes:
  - Infrastructure
  - Academic components
  - Cocurricular components
  - **Integration**

*Inkelas, 2010*

# INTEGRATION



# A “Constellation” of Support

**“Excellence [is] characterized by an approach to the first year that **spans the curricula and cocurriculum**. This approach is **central and systemic** rather than appended or patched to the core institutional mission.”**

*(Barefoot et al., 2005)*

# Criteria of FYE “Excellence”

- “Evidence of an **intentional, comprehensive approach to improving the first year** that is appropriate to an institution’s type and mission.”
- “Evidence of assessment of the various initiatives that constitute this approach.”
- “Broad impact on significant numbers of first-year students, including, but not limited to special student subpopulations.”
- “Strong administrative support for first-year initiatives, evidence of institutionalization, and durability over time.”
- “**Involvement of a wide range of** faculty, student affairs professionals, academic administrators, and other **constituent groups.**”



# LLC Uniquely Situated for Integration

**“a residential education unit in a college or university that is organized on the basis of an academic theme or approach and *is intended to integrate academic learning and community living*. The unit may or may not be degree granting and may involve *collaboration with formal, academic departments outside the unit*. It provides formal and/or informal, credit and/or noncredit learning opportunities.”**

*Residential Learning Communities International Clearinghouse  
Bowling Green State University, 2013*

# Structural Characteristics of LC/LLC

- 52% did not include any form of academic coursework
- 23% had no faculty involvement
- Only 18% encompassed entire residence hall; 71% were housed within a discrete portion of the hall
- 34% of LC have co-enrollment but faculty have limited interaction
- 85% engaged student affairs staff in some way

# Structural Characteristics of LC/LLC

- Frequently linked to first-year seminars, general ed courses, and developmental ed courses in English, reading, and math
- 31% of LLC programs had administrative oversight that represented a combination of student affairs and academic affairs
- 13% of LLC programs had a director that represented a combination of academic and student affairs affiliations and 8% reported to a multi-person board
- LC are often a HIP that connects with other HIPs

# HIPs in Combination

**89.7% of campuses offered a First-Year Seminar**

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<b>High-Impact Practice in the FYS</b>	<b>%</b>
Collaborative assignments & projects	<b>67</b>
Diversity/Global learning	<b>59</b>
Writing-intensive	<b>43</b>
Common reading experience	<b>38</b>
Learning community	<b>37</b>
Service-learning	<b>32</b>
Undergraduate research	<b>13</b>

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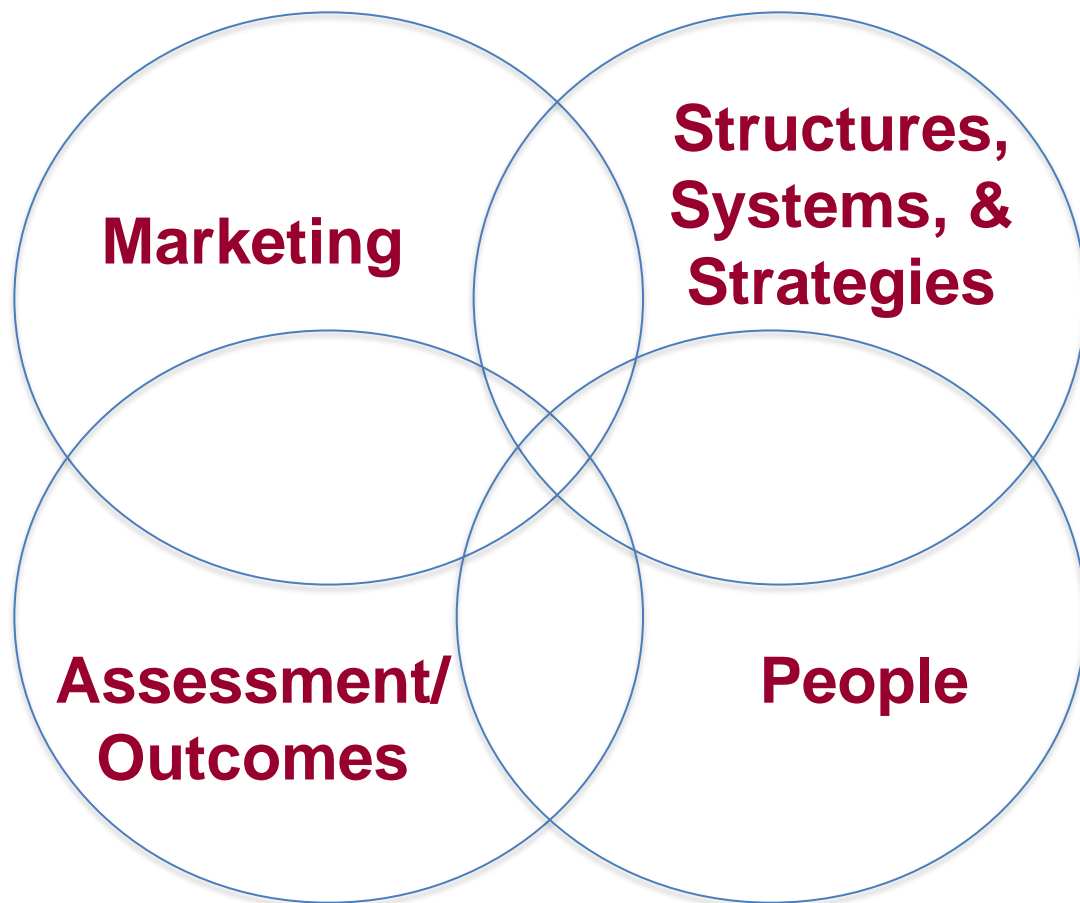


**What tools do we  
have to achieve  
integration in  
HIPs and LC/LLC?**



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# Structures, Systems, & Strategies

1. Know yourself
  2. Academic focus
  3. Selection & training
  4. Advocacy
  5. Anticipate workload
  6. Create relationships
  7. Be flexible
  8. Create opportunities
  9. Use technology
  10. Create an environment
- Shared technology and alert systems
  - Common documentation
  - Organizational structures
  - The power of physical spaces
  - Funding sources




# Marketing

- Logos
- Branding
  - Subsidiary of university branding
  - Psychological impact
- Theme
  - Continuous
  - Annual
- Merchandise

# People

- Early champion
- Leadership
  - Formal/appointed (e.g., Director)
  - Informal
- Wide representation
- Ambassadors
- Student leaders
- Gatekeepers
- Objectors



**Who are the new  
generation of  
partners &  
advocates?**

# Assessment/Outcomes

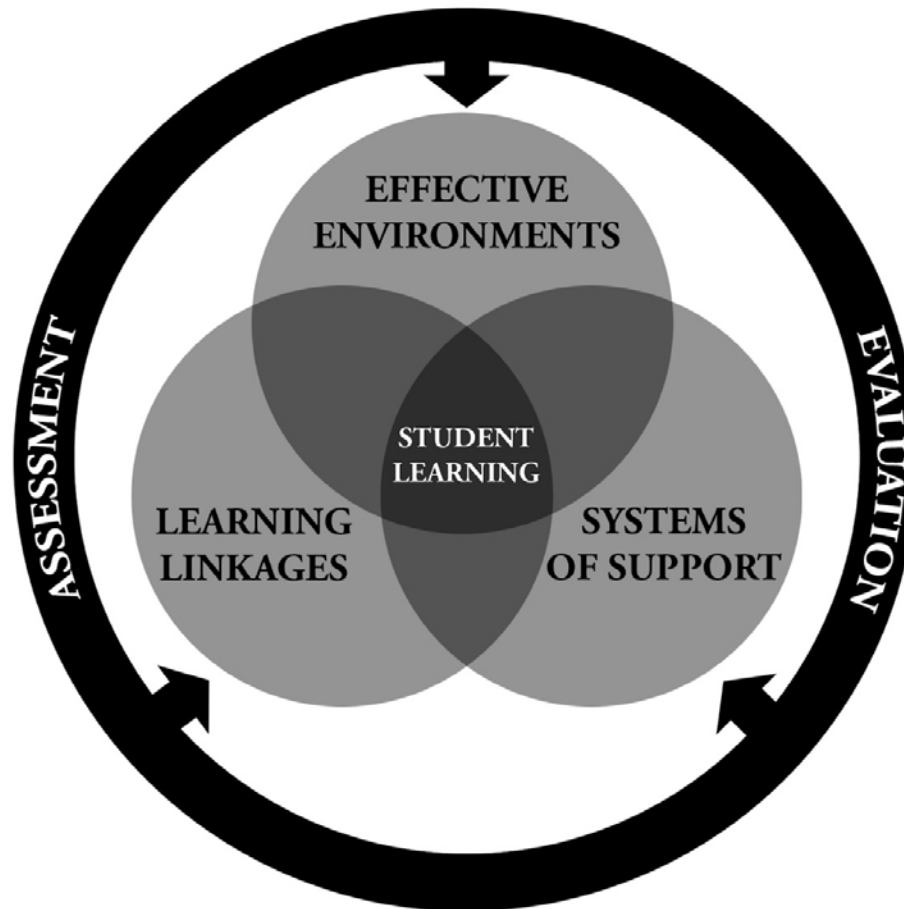
- Common learning outcomes
  - Related to branding
  - Appropriate to LLC
- Omnibus surveys
- Longitudinal/comprehensive assessment strategy
- Linked to accreditation/self-studies

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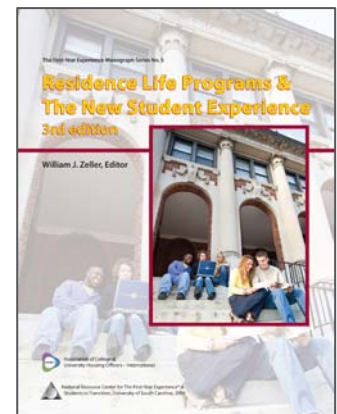
# Why Assess?

- “High-impact practices...combine and concentrate other empirically validated pedagogic approaches into a single multidimensional activity that unfolds over a period of time. Only when they are **implemented well and continually evaluated...will we realize their considerable potential.**” *Kuh, 2010*
- “Residence life administrators will be called upon to determine the impact of their environments. **It will not be enough to say that we create effective environments, we must demonstrate it.**” *McKuskey, 2008*

# STUDENT LEARNING IN THE RESIDENCE HALLS



*Figure 1.* Student learning in residence halls.



# Criteria of FYE “Excellence”

- **“Evidence of** an intentional, comprehensive approach to **improving the first year** that is appropriate to an institution’s type and mission.”
- **“Evidence of assessment of the various initiatives that constitute this approach.”**
- **“Broad impact on significant numbers of first-year students,** including, but not limited to special student subpopulations.”
- “Strong administrative support for first-year initiatives, **evidence of institutionalization, and durability over time.”**
- “Involvement of a wide range of faculty, student affairs professionals, academic administrators, and other constituent groups.”



# Are we evaluating HIPs? Not Enough!

- 59% of respondents to the National Survey of First-Year Seminars say that they have assessed their seminar in the past three years.
- 58% of institutions responding to the National Survey of Sophomore Year Initiatives say that they have ever evaluated their second-year initiatives.
- 56% of institutions responding to the National Survey of Capstone Experiences indicate that they have assessed their seminar in the past three years.
- 8-13% of respondents to these instruments say that they “don’t know” if these assessment efforts have taken place.

# What is Being Measured?

	%
Improved retention and/or graduation rates	47
Higher levels of student-to-student interaction	41
Higher levels of academic achievement	36
Higher levels of faculty-to-student interaction	36
No research has been conducted	27
Greater understanding of disciplinary linkages	21
Higher levels of faculty collaboration	18
Improved critical thinking	17

A National  
Study ★

Enhancing Student  
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Education ★

# What is Being Measured?

- Student characteristics
- Needs assessment
- Awareness of campus resources
- Service utilization
- Satisfaction with the learning community experience, residential experience, faculty, and/or the institution

# Misalignment

**“Too often program objectives represent articulation of broad learning objectives but the assessment strategy relies upon transactional measures that do not adequately capture progress and achievement of student learning and program goals.”**

*Keup & Kilgo, forthcoming*

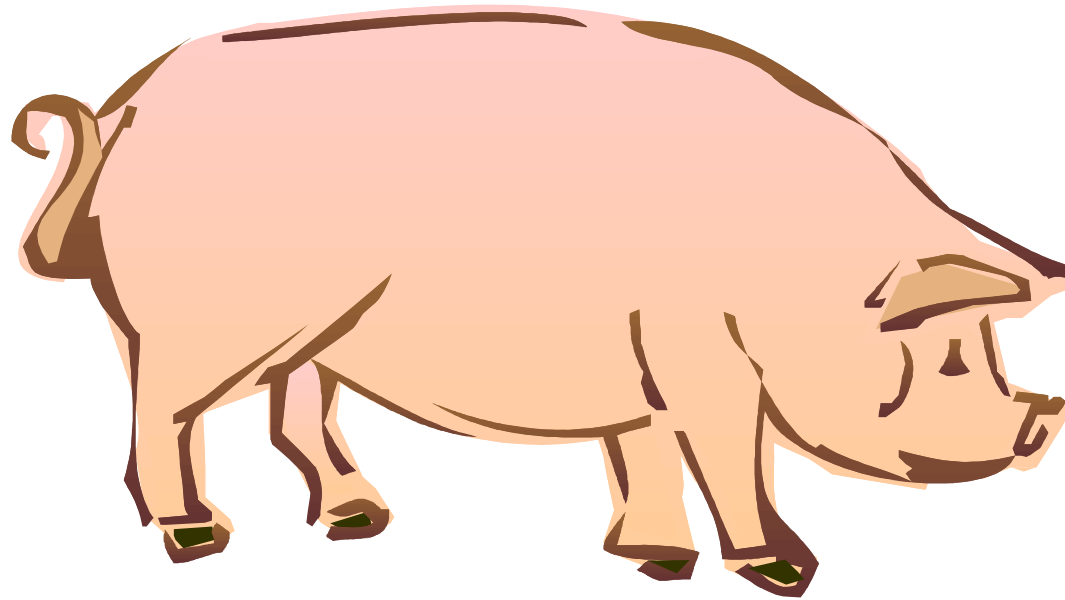
# Assessment Strategies

FYS Assessment	Percent
Student course evaluation	87
Institutional data	71
Survey instrument	53
Direct assessment of student learning outcomes	53
Focus groups with instructors	35
Program review	33
Focus groups with students	31
Individual interviews with instructors	20
Individual interviews with students	12

# LC/LLC Assessment Considerations

- “Just do it!”
- Alignment with desired outcomes that are appropriate, meaningful, measurable....
- “As assessment plan should be developed in the context of other evaluation activities taking place.”  
(Laufgraben, 2005)
- Self-selection and environmental bias
- Multiple voices (faculty, staff, students, etc.)
- Mixed methodology
- Use existing data
- Timeline

# Assessment Feedback Loop



**“You can’t fatten a pig by weighing it.”**

# THE FUTURE: MEETING NEEDS, SETTING AGENDAS





# Leadership Opportunities for LLC

- Partnership between academic & student affairs
  - Differential expertise but shared interest
  - Reclaim “academic focus” of residential experience
- Engage new partners in student success, especially from business and auxiliary services
- Take LLC beyond social engineering into truly integrative learning experience
- Assessment of a holistic learning experience
- Identify new HIPs

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- **Identify new HIPs**

# High-Impact Practices

- ✓ ☒ First-Year Seminars and Experiences
- ✓ ☒ Common Intellectual Experiences
- ✓ ☒ Learning Communities
- ✓ ☒ Writing-Intensive Courses
- ✓ ☒ Collaborative Assignments & Projects
- ✓ ☒ Undergraduate Research
- ✓ ☒ Diversity/Global Learning
- ✓ ☒ Service Learning, Community-Based Learning
- ✓ ☒ Internships
- ✓ ☒ Capstone Courses & Projects

# Highly Transferable

“It stands to reason that these key conditions **can be adapted and incorporated into any teaching and learning situation inside or outside the classroom** to promote higher levels of student performance.”

*(Kuh in Brownell & Swaner, 2010, p. xi)*

# Characteristics of High-Impact Practices

- Creates an investment of time and energy
- Includes interaction with faculty and peers about substantive matters
- High expectations
- Includes frequent feedback
- Exposure to diverse perspectives
- Demands reflection and integrated learning
- Accountability



# Possibilities for HIPs

- Residential life
- Employment
- Campus activities
- Student media
- Advising
- Physical fitness and wellness
- Athletics
- Performance groups
- Transactional experiences
  - Course registration
  - Parking
  - Housing
- **Peer leadership**

# Peer Leadership: A Definition

“Students who have been **selected and trained** to offer educational services to their peers. These services are **intentionally designed** to assist in the adjustment, satisfaction, and persistence of students toward attainment of their educational goals, Students performing in [*these*] paraprofessional roles **are usually compensated** in some manner for their services and are **supervised by qualified professionals.**”

*(Ender & Newton, 2000, 2010)*

# Most Common Sponsors of PLE

Campus-Based Organization	Percent
Academic	59
Orientation	32
Residence Halls	30
Community Service	25
Other	15
Student Government	12



# Self-Rated Change in Skills

Skill	% Reporting “Stronger” or “Much Stronger”
Interpersonal communication	94
Organization	81
Time management	80
Presentation	79
Written communication	61
Academic	51

# Self-Rated Impact on Undergraduate Experience

Experience	% “Increased”
Knowledge of campus resources	91
Meaningful interaction with peers	89
Meaningful interaction with staff	86
Meaningful interaction with faculty	83
Feeling of belonging at institution	81
Understanding of diverse people	79
Interaction with diverse people	78
Desire to persist at institution	71

# High-Impact Practices

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- ✓ Service Learning, Community-Based Learning
- ✓ Capstone Courses & Projects
- ✓ **Peer Leadership**

# Takeaways

- Write down **three things that you learned** from this presentation.
- Write down **three things you plan to do** with the information that you learned from this presentation.
- Write down **three people you need to engage** in order to do what you want to do with the information that you learned from this presentation.

# Questions & Comments

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